



Student Transfer in California Postsecondary Education

This paper is an update to the 2002 Student Transfer in California Postsecondary Education report. It provides background and summary information on undergraduate student transfer in California's postsecondary education systems. The report discusses the important role transfer plays in California's postsecondary education system, and the many intricacies of the transfer function.

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The Commission advises the Governor and Legislature on higher education policy and fiscal issues. Its primary focus is to ensure that the state's educational resources are used effectively to provide Californians with postsecondary education opportunities. More information about the Commission is available at www.cpec.ca.gov.

Background

The focus of this paper is on those students attending California's community colleges who seek to transfer to the State's public and independent baccalaureate-degree granting postsecondary education systems. A glossary of terms commonly used in discussions of student transfer is provided at the end of this paper (Appendix A).

The successful progression of students from the lower-division level to completion of the baccalaureate degree and on to advanced degree programs is a basic tenet of California higher education. Transfer offers California students an effective and affordable avenue to continue their education beyond the first two years of college, and is especially valuable for Californians who either do not initially qualify for, or choose not to attend, the State's public or independent universities. It provides an important option for students who might have work or family obligations and who might face financial limitations. Transfer serves many students who are not in the traditional college-age range and many who enroll part-time rather than full-time.

Many community college students are the first from their families to attend college. As has been documented by their success rate, the traits that many of these students have in common are the desire and ability to succeed in college. As the State has become more diverse, greater numbers of students from low-college-going populations have sought entry to higher education through the State's community college system. For these and other reasons, transfer is an important avenue of success for many California college students.

From 1999-2000 through 2002-2003, there has been a slow and steady increase in the number of community college students that have transferred to a campus of the California State University or the University of California. In the 1999-2000 academic year, 55,533 community college students transferred to a CSU or UC

campus; this number increased to 59,115 in the 2000-01 academic year. The high point of public-sector transfer was in 2002-03 when 63,526 community college students transferred to a CSU or UC campus. During that time, UC reported an average annual increase in the number of transfer students of nearly six percent.

Chart 1 Transfers of Community College Students to California Baccalaureate Degree-Granting Institutions for years 1998-99 through 2003-04

<u>Year</u>	<u>CSU</u>	<u>UC</u>	<u>UC/CSU Totals</u>	<u>Independents (fall term only)</u>
1998-99	44,989	10,161	55,150	5,252
1999-00	47,706	10,827	55,533	5,135
2000-01	47,900	11,215	59,115	4,724
2001-02	50,473	12,291	62,764	5,946
2002-03	50,746	12,780	63,526	—
2003-04	48,321	12,580	60,901	—

Please note that the annual AICCU information may not reflect all transfers from community colleges to independent institutions; some independent institutions don't report these data yearly.

Sources: CPEC online data base, AICCU's Fall Admissions Survey, AICCU's GUIDE 1990 to 2002.

Due to enrollment funding cuts in the 2003-04 year, many CSU campuses implemented enrollment management practices to ensure that they remained within their enrollment targets. As a result, a number of campuses chose not to accept transfer applications for mid-year admission or chose to implement supplemental admission criteria. These and other factors resulted in a decrease in the number of students transferring to a CSU or UC to 60,901. During deliberations of the 2004-05 budget, UC was initially asked to redirect ten percent of its expected fall 2004 freshman class to the community colleges as part of a "Guaranteed Transfer Option." While this proposal was eventually abandoned, it too impacted anticipated student flow.

5,000 – 6,000 community college students transfer annually to one of the State's independent institutions, and thousands of others transfer to out-of-state higher education institutions. Transfer information for the State's independent institutions has historically been inconsistently reported; however the Association of Independent California Colleges and Universities (AICCU) has updated this information. Appendix B contains a detailed table highlighting AICCU transfers for 56 independent institutions from 1990 to 2002.

Over the past 20 years, the State of California has invested significant resources to both upgrade existing services and create new programs designed to improve the ability of students enrolled in the California Community Colleges to transfer to public and independent baccalaureate-degree granting institutions. Several new CSU campuses have been built in the last twenty years to address the enrollment demands on that system. During this time, overall community college funded enrollment (FTE) has grown by nearly half a million students and the numbers of students expressing the goal of transfer has also increased.

Requirements for Transfer

Nearly all transfer and articulation efforts in California focus on students transferring *from* the California Community Colleges system *to* either a California State University, University of California, or independent (non-public) institution in the State. Few transfers occur between individual community colleges and between CSU and UC campuses.

California State University

Any student who has completed college units immediately following graduation from high school is considered a transfer student. “Lower Division” transfer students at the State University are those students who have completed less than 60 transferable semester college units (90 or fewer quarter units). “Upper Division” transfer students are students who have completed 60 or more transferable semester college units (90 or more quarter units). The State University provides admission priority to all eligible community college upper division transfer students as is required by State law.

The requirements for *lower*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better in all transferable college units completed;
- Good standing at the last college or university attended;
- Completion of the admission requirements for a first-time freshman or successful completion of necessary courses to make up any high school deficiencies in college preparatory subjects;
- Satisfactory scores on the CSU “eligibility index” (ratio of GPA to ACT/SAT test scores) required of a freshman;
- Completion of less than 60 semester units (90 quarter units) of CSU transferable course work.

In accordance with California Education Code Section 66202, lower division transfer students have a lower priority for admission than upper division transfer students. Because of reduced State funding, several CSU campuses have closed admission to lower division transfer students to ensure that all qualified upper division transfer students can be accommodated at a CSU campus. Upper division transfer students who have successfully concluded a course of study in an approved transfer agreement program have the highest priority for admission to the CSU.

The requirements for *upper*-division transfer students to be admitted to the State University include:

- A college grade point average of 2.00 or better (2.40 for California nonresidents) in transferable college units completed;
- Good standing at the last college or university attended;
- Completion of 60 or more semester units (90 or more quarter units) of CSU transferable course work, half of which must be general education requirements.

Some CSU campuses have “impacted” majors or programs – these are majors or class levels for which more applications are received in the initial filing period from CSU eligible applicants than can be accommodated by the campus. Impacted majors require additional admission criteria for prospective transfer students. CSU policy requires campuses to publish major impactation criteria one year in advance to allow transfer students the opportunity to complete the necessary coursework and meet all admission criteria.

The CSU identifies approximately 80 undergraduate programs for the 2004-05 academic year as being impacted. The San Diego and San Luis Obispo campuses account for 52 of those programs, making admission to any program or major at one of these two campuses highly competitive. Some campuses

are impacted, meaning that the campus has exceeded its enrollment capacity and must restrict enrollment for a particular category of students (i.e., first-time freshmen or transfers). In addition, the CSU gives priority to those students who live in the local area to ensure that all qualified students have an opportunity to attend a CSU campus.

University of California

The University of California (UC) uses a systemwide definition of a transfer student to allow individual campuses to determine eligibility for purposes of admissions priority. The University gives first priority to entering community college transfer students (over native matriculating students) in course selection.

The University of California's *Final Universitywide Definition of a California Community College Student for Admissions Review Purposes* reads as follows:

A California community college student applying for admission to the University of California in advanced standing will be given priority admission over all other applicants if:

1. The student was enrolled at one or more California community colleges for at least two terms (excluding summer sessions);
2. The last college the student attended before admission to a UC campus was a California community college (excluding summer sessions); and
3. The student has completed at least 30 semester (45 quarter) UC transferable units at one or more California community college.

Independent Institutions

Nearly all of California's regionally accredited independent colleges and universities belong to the Association of Independent California Colleges and Universities (AICCU). While transfer requirements at the independent institutions vary, the AICCU publishes a *Transfer Handbook* each year to assist prospective community college transfer students. This document presents transfer information for AICCU member institutions, including: enrollment statistics, deadlines and deliverables, admissions requirements, and other information specific to transfer students. Many AICCU member institutions still accept lower-division transfer students.

For all three systems, the transfer students described above should not be confused with first-time college students who are admitted to colleges and universities with advanced standing. These are generally students enrolled directly out of high school who are awarded college credit for coursework taken while in high school. High school programs that can lead to advanced standing status include: advanced placement courses, honors courses, and summer session collegiate courses.

The Transfer Process

Campus path

Students first select the community college ("sending" institution) they wish to attend, often incorporating factors related to their eventual transfer. The student then may decide upon a baccalaureate degree granting ("receiving") institution and program of study, become knowledgeable about the many different requirements for transfer at that institution, and plan a course of study accordingly. Community college students need to research the specific requirements of their intended major and campus and the community college courses that are approved to meet these requirements. Prospective transfer students should seek guidance counseling and advice early in their educational career in order to carefully and successfully plan their transfer coursework.

These students need to keep abreast of changing application deadlines and admission requirements. In some cases, the university could decide not to accept any transfer applications for a particular term, forcing students to take additional community college courses they do not need or lose their student status while waiting for the next admission cycle. Prospective transfer students should seek guidance early in their educational career by scheduling an appointment with a counselor at their community college Transfer Center in order to carefully consider their transfer options and successfully plan their transfer coursework.

Coursework

Community college students may increase their chances for admission and success after transferring if they develop and follow a pre-transfer plan of course work. The courses students take at community colleges, at a minimum, should help them meet the general education requirements for transfer to the receiving institution they plan on attending. In addition, students are advised to select community college courses that partially or completely fulfill a variety of other requirements of their prospective receiving institution including pre-major coursework. Knowing the requirements, and planning accordingly, maximizes students' chances for admission to their first-choice campus and program. Meeting transfer requirements in advance also gives students more freedom when selecting upper division courses once they enroll in the receiving institution and increases their chances to complete their undergraduate education in a timely manner.

Competitive-grade-point average

Often just as important as course completion is a student's grade-point average (GPA) in transferable courses. While community college students are generally eligible to transfer with a minimum GPA of 2.0 to 2.4, most competitive majors in the University of California actually require a much higher GPA for admission.

CSU students who apply to non-impacted majors within the initial filing period and meet minimum admission criteria are generally admitted to their first-choice campus.

Timelines

Receiving institutions have varying timelines for admission, and some impacted or highly competitive majors have more stringent timelines. Prospective transfer students should plan their applications with both community college and receiving institution counselors well in advance of their anticipated transfer.

Recent Reports

Both the Intersegmental Coordinating Council (ICC), an arm of the California Education Roundtable, and the Governor's California Performance Review (CPR) team have issued reports on the status of student transfer. Each report contained recommendations on improving the transfer function.

The ICC report found that the transfer function is quite viable, although there are some barriers to transfer. Among the concerns cited were the impact of budget reductions on the transfer function, student academic preparation, student's not accessing transfer assistive services, and students who decide upon transfer as a goal after they have already taken coursework in the colleges.

Among its recommendations, the ICC report called for:

- Informing the public regarding the consequences of limiting access to higher education;
- Strengthening campus enrollment planning to reflect the importance of transfer;

- Strengthening the connections between high schools and higher education in order to assess student readiness for college-level work;
- Improving intersegmental coordination on segmental decisions that may effect transfer;
- Reporting regularly on the academic performance of transfer students;
- Maintaining and possibly expanding transfer-related intersegmental projects;
- Encouraging greater pre-major articulation between community colleges and 4-year institutions;
- Ensuring stable funding for ASSIST and other articulation projects;
- Exploring the creation of a statewide Associate of Arts Transfer Degree;
- Improving the flow of useful web-based information on transfer to students and their families.

The ICC report also establishes timelines for each of these recommendations.

The Governor's CPR report recommended that the higher education systems be required to develop lower division general education and major requirements that are common across the CSU and UC. The report noted that such standardization would assist students to transfer among the various segments and campuses of higher education without facing varying course requirements.

Accommodating Future Enrollment Growth

California is in the middle of a new wave of postsecondary enrollment growth, as greater numbers of elementary school, junior high school, and high school students prepare themselves for the academic rigor of a college education. According to the Commission's 2003 enrollment projections, the community colleges are expected to enroll 546,902 additional students between 2003 and 2013. The State's ability to accommodate the full tidal wave of 723,146 California students depends heavily on the community college system's success at enrolling, educating and transferring those students who seek a bachelor's or higher degree.

Improving the efficiencies of our present education structures and processes is the most cost-effective strategy the State can employ to provide the necessary space for anticipated enrollment increases. Better enabling greater numbers of college students to undertake and complete their lower-division and major-preparation coursework at a California Community College relieves enrollment pressures on the more costly CSU and UC systems to accommodate these students. The cost savings alone of large numbers of students completing two years of community college education, and then completing their upper division coursework at a university, warrants increased attention. However, unless the resources required to properly educate these students are provided to the community colleges, such an inflow could result in students not getting the courses and support services they need in a timely manner as competition for limited resources increases.

Recent Legislation on Student Transfer

Senate Bill 121 (Chapter 1188, Statutes of 1991) implemented recommendations of the 1988 report of the Legislature's Joint Committee on Review of the Master Plan regarding desirable improvements in the operation of the transfer function in California public higher education. Among its major provisions, the legislation:

- Calls upon the California Community Colleges, the California State University, and the University of California to develop a common core of general education courses to enhance transfer prospects from the community colleges to the universities;

- Requires that the governing boards of the three public systems develop and implement formal systemwide articulation and transfer agreement programs and directs campuses in both university systems to sign articulation agreements with community colleges for each of their undergraduate programs that have lower-division prerequisites; and community colleges are directed to sign discipline-specific transfer agreements with as many university campuses and majors as possible;
- Mandates that the Board of Governors of the California Community Colleges, community college districts, and individual community colleges provide sufficient services (transfer centers, special counseling and program and administrative coordination) in order to "affirmatively seek out, counsel, advise, and monitor the progress of potential and identified community college transfer students;"
- Requires that the State University maintain a ratio of 60 percent upper-division students to 40 percent lower-division students, and requests that the University of California meet this enrollment target by the 1995-96 academic year;

This statute does not mandate transfer as the single most important function of the public higher education systems. The Commission notes that the community colleges have other, equally important missions of local economic development and vocational education. However, the statutory changes adopted by the Legislature in SB 121 emphasize: (1) "A viable and effective student transfer system is one of the fundamental underpinnings of public postsecondary education in California;" (2) "It is a community college's primary role to prepare students for upper division access to the California State University and the University of California;" and (3) community college students transferring to the universities should receive "high priority for admission," and have "high priority access to majors of choice."

S.B. 1785 (Chapter 743, Statutes of 2004) required that each high demand major in the CSU have a systemwide lower division transfer pattern for curriculum. Students completing this transfer pattern will be guaranteed admission to the campus major identified in that agreement and guaranteed the transfer of 60 semester units, or the quarter unit equivalent, creditable to the baccalaureate degree. The CSU has developed the Lower Division Transfer Pattern (LDTP) project to address a specific transfer pattern for each of its highest demand majors.

S.B. 1415 (Chapter 673, Statutes of 2004) required that not later than June 1, 2006, the California Community Colleges and the California State University adopt a common course numbering system for the 20 highest-demand majors in the respective segments. This common course numbering system will also be integrated into campus course catalogs.

Transfer-focused programs

Concern about the health of the transfer function has led to the creation of a number of focused programs designed to facilitate some aspect of transfer. Since the mid-1980s, several intersegmental and community college-specific initiatives have been established by the Governor and Legislature to improve the transfer process. Three of these initiatives –IMPAC, CAN, and ASSIST – merit attention as they present the spectrum of administrative activities designed and administered by the higher education systems to improve the operation of the transfer process.

- **Intersegmental Major Preparation Articulated Curriculum (IMPAC)** is an intersegmental, faculty-designed effort to encourage faculty to work together to develop a common understanding of major preparation requirements throughout the state. IMPAC is funded through contract funds allocated through the community colleges. Created in the 1999-2000 budget, IMPAC is funded with a one-time 5-year grant that funds activities through 2005-06. No funding has been identified to continue the project after June 2006.

- **California Articulation Number System (CAN)** is designed as a cross-reference course identification for a common core of lower-division, transferable, and major preparation courses commonly provided on CCC and CSU campuses. This system eliminates the need for every campus in the state to separately articulate their lower division preparation curriculum with every other campus in order to prepare students for transfer. CAN is funded by the state, through the CSU and the community colleges. The UC does not participate in this program.
- **Articulation System Stimulating Interinstitutional Student Transfer (ASSIST)** is the official intersegmental repository for all articulation in California. ASSIST is a computerized student-transfer information system that displays reports of how course credits earned at one California college or university can be applied when transferred to another. It provides the most accurate and up-to-date information available to facilitate student transfer. ASSIST is funded by the state, through the three systems.

IMPAC, CAN, and ASSIST can be examined as a continuum related to the traditional course articulation process. The traditional course articulation process at colleges and universities is where nearly all articulation is developed, negotiated, and finalized. IMPAC is then an opportunity for faculty to work together to smooth out wrinkles and better understand major preparation requirements at various universities. CAN is then used as a process where colleges and universities identify commonalities in their curriculum and add supplemental common course numbers to make identification of common courses easier. ASSIST is the final stage in these processes where official information is recorded and presented to students, advisors, and others who use course articulation. Thus, transfer and articulation information is negotiated via the traditional articulation process, smoothed out through IMPAC, standardized when there are commonalities via CAN, and stored, displayed, and updated in ASSIST for students and CCC college counselors to use to advise students.

Additional transfer-focused programs include the following:

- **Disabled Students Programs and Services (DSPS, 1980s) and Extended Opportunity Programs and Services (EOPS, 1980s):** These two multi-purpose programs provide community college students who have special challenges and disadvantages additional assistance when needed.
- **California Colleges:** Under the auspices of the Intersegmental Coordinating Council, the State has supported a statewide website www.Californiacolleges.edu that provides critical information to students considering higher education opportunities in California. The site offers information about admission, financial aid, career planning, and campus specifics. Community college students can track their success in meeting general education requirements for transfer via this site.
- **CSUMentor:** This program is the online outreach, pre-admission, admission, and financial aid website for the CSU. It links to Californiacolleges.edu and allows freshman and transfer students to plan and apply for admission online.
- **Lower Division Transfer Patterns – LDTP (2004)** – The CSU has initiated the Lower Division Transfer Patterns project to provide a prescribed 60-unit pattern for to the CCCs for each high demand major in the CSU. This program provides an admission guarantee to those students completing the LDTP requirements.
- **Online Services for Curriculum and Articulation Review – OSCAR (2003).** This intersegmental project allows for the submission, review, posting, and storing of Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth (GE) courses proposals from the California Community Colleges. All CCCs are now required to submit their IGETC and GE requests via OSCAR.

- **The PUENTE Project** (1986): This is a UC program designed to increase the number of Latino students transferring from community colleges. The project trains English teachers and Latino counselors as teams to conduct one-year writing, counseling, and mentoring programs on community college campuses.
- **The Intersegmental General Education Transfer Curriculum** (IGETC, 1992). This program – often referred to as the “core transfer curriculum” – is a general education program that community college students may use to fulfill their lower-division general education requirements for either the CSU or UC, while enrolled at the community college.
- **CSU BE-Breadth** (1981): Since 1981, the CSU has allowed the community colleges to certify when transfer students meet CSU lower division general education requirements prior to transfer.

Challenges to a Successful Transfer Process

The transfer function involves the integration of a complex array of programs, services, and institutional relationships that are not solely the responsibility of a community college nor that of the receiving institution. Admissions requirements and practices, academic major and general education requirements, course articulation, information dissemination, faculty interaction, program availability, and actual institutional behaviors all affect the success of the transfer function. Shortcomings in any one of these components lessen the functionality of the whole transfer system.

The varied missions of the State’s public higher education systems complicate the intersegmental coordination of student transfer efforts. Many CSU and UC campuses have highly sought-after, “impacted” programs in which enrollment is limited, which makes successful transfer a challenge. Another major unknown in the transfer equation is what happens to students who are transfer-eligible but who leave the community colleges and do not transfer to a CSU, UC, or independent institution. Anecdotal information and limited research indicate that some may attend out-of-state schools or proprietary institutions or gain full-time employment.

Findings and Recommendations

The Commission has long been involved with the issue of student transfer, and has issued numerous reports on the topic that have included policy recommendations to the Governor and Legislature. The Commission has occasionally been called upon to evaluate the success of specific transfer initiatives. The transfer function involves several components – from systemwide programs and services to personal, inter-institutional relationships. This diversity of roles and responsibilities argues against relying on any one single measure to make transfer effective.

The Commission recommends the following:

- Memorandums of Understanding and transfer admission guarantees that have been developed in recent years to improve the transfer of community college students, should be thoroughly examined, with an eye toward expanding these guarantees if they prove to be successful;
- Annual reporting of each CSU and UC campus’ ratio of undergraduate upper-division students to lower division students as called for in the Master Plan;
- An independent evaluation of the effectiveness of the many segment-specific and intersegmental transfer programs and initiatives currently in force to determine which should continue and which should be consolidated or eliminated;
- Examination of whether campuses within each public system should fully align their lower division course taking requirements for like majors across their respective campuses;

- Expansion of SB 1785 to include UC and all majors that are articulated with community colleges in both the CSU and UC; requirement that all by-products of this work be entered into ASSIST;
- State and national research on intersegmental student transfer highlighting successful practices, supplemented with in-depth case studies focusing on the transfer experiences of individual students and on transfer in the context of local institutions.

Sources Used for this Report

Association of Independent California Colleges and Universities “Fall Admissions Survey, AICCU’s GUIDE 1990 – 2002

California Community College Chancellor’s Office

California Education Roundtable Intersegmental Coordinating Council “Transfer: An Intersegmental Analysis with Recommendations for Improvement

California Postsecondary Education Commission “Survey on Source of CCC Transfer students to AICCU institutions,” Commission reports, Commission online database, Commission staff analyse.

California State University, CSUMentor™ internet homepage, California State University Office of the Chancellor

Progress Report on the Community College Transfer Function (CPEC 96-4, June 1996) California Postsecondary Education Commission.

The University Of California - Quick Reference For Counselors “Planning to Transfer” internet homepage, University of California Office of the President

UC Transfer Advisement Tool for Counselors, Dan Nannini, Transfer Center Coordinator, Santa Monica College.

Appendix A

GLOSSARY

Articulation – Sets of community college courses that CSU and UC faculty agree to accept as having the focus, content and rigor necessary to meet course requirements at the baccalaureate institutions. Formal course articulation agreements generally fall within one of three areas: (1) general education breadth agreements, such as those represented by IGETC, (2) transferable course agreements, such as those approved by the State University in various systemwide decrees, and (3) course-by-course agreements, which are generally used to build articulation of lower-division coursework required for a particular major.

Articulation agreement – An official agreement in which one collegiate institution agrees to accept specific courses or groups of courses from another collegiate institution in place of its own courses.

Catalog rights – A policy that allows, in certain circumstances, a college student to select the set of requirements he/she will follow to qualify for university graduation.

Course articulation, major-specific – Sets of courses that CSU and UC faculty accept as having the focus, content and rigor necessary to meet course prerequisite requirements for specific majors that have lower division requirements. This articulation is also referred to as “Major Prep” articulation and, for prospective transfer students, is generally preferable to course-to-course articulation. Articulation agreements specific to the community college student’s major of choice are more focused and tend to require that the student take fewer courses in general than non major-specific agreements.

Course articulation, system wide – Agreements by faculty that a set of courses offered by community colleges are equivalent to similar courses offered at CSU and UC. Credits earned by students in these courses are accepted by every campus within CSU or UC and are applied toward degree requirements. Generally, these courses are lower-division, general education courses.

General education breadth requirements– A program of courses in the arts and sciences that provides students with a broad educational experience. Courses typically are introductory in nature and provide students with fundamental skills and knowledge in mathematics, English, arts, humanities, and physical, biological, and social sciences. Transfer students usually take these classes while attending a community college. Completion of a general education program is required for the baccalaureate degree.

Impacted programs – Refers to those majors that receive more applications during the initial application-filing period than there are spaces available. A major may be impacted on one campus, several campuses, or all campuses where it is offered.

Intersegmental General Education Transfer Curriculum (IGETC) – often referred to as the “Common-core transfer curriculum,” IGETC is a general education program that community college students may use to fulfill lower-division general education requirements at either the CSU or UC without the need, after transfer, to take additional lower-division general education courses. All California community colleges offer an approved list of courses to meet general education curricular requirements at the State University or University campuses of their choice. Developed in response to AB 1725 (Vasconcellos, Chapter 973, Statutes of 1988), the curriculum was adopted in 1990 by the Intersegmental Committee of the Academic Senates and implemented in the 1991-92 academic year.

Junior status – Refers to students who have entered the third year of study for a bachelor's degree. Students who have completed 60-89 semester units are considered juniors.

Lower division – Courses designed for the first two years or within the first 59 semester units of study toward a baccalaureate degree, often taken at community college and transferred to a university. Also refers to freshman and sophomore students.

Major preparation -- This phrase refers to academic coursework taken by prospective transfer students while they are still enrolled at a community college that satisfies some of the requirements of a specific degree major at a receiving institution. Students who have decided on a receiving institution and specific program of study use "major preparation articulation" agreements, which allow them to take coursework needed for the particular major. Major preparation transfer agreements are usually preferable for students rather than transfer paths that focus solely on general education courses that satisfy lower-division requirements.

Transfer Admission Guarantee (TAG) – This University of California program (most predominantly at UC Riverside and UC San Diego) encourages students to begin their college career at a California community college and then transfer to the UC to complete the bachelor's degree. TAG participants enter into a contract with the receiving UC campus that specifies the requirements that these students must satisfy for admission while at the community college. The program provides students guaranteed admission to the UC campus and academic term of choice, but does not necessarily guarantee enrollment in impacted majors. Each participating UC campus develops its own TAG with area community colleges and these agreements vary by campus.

Transfer admits – A count of the actual number of transfer-eligible community college students who apply for and are accepted for enrollment in a baccalaureate institution in a given year. This term is the second in the transfer sequence of "Applicant" "Admits" and "Enrolleds." Transfer admissibility is one measure of how effective community colleges are in helping students achieve transfer eligibility. It also is one gauge of the utility of baccalaureate institution outreach efforts to potential transfer students and of the effectiveness of faculty articulation efforts and other transfer processes.

Transfer Alliance Program (TAP) – This University of California program (initiated at UCLA) gives students at participating community colleges an opportunity to transfer to participating UC campuses as juniors. Students in this program complete an honors/scholars program at the community college. Faculty and counselors at the community colleges help students plan academic programs that meet major and general education requirements and honors/scholars certification. Students who complete the program are given priority consideration for admission to the College of Letters and Science at the UC campus.

Transfer agreement – These are specific agreements that a community college student enters into with a CSU or UC campus, stipulating that admission as an upper division student is assured providing the student satisfies the specific requirements delineated in the agreement. These agreements typically lists the courses the student will complete at community college, with emphasis on courses required for admission, major prerequisites, and breadth requirements. Students who comply with the agreement and apply for admission on time during the appropriate filing period are guaranteed admission to a specific academic term in advance. In many cases, these agreements do not guarantee transfer into the department or major of first choice, however students with these agreements generally stand a better chance of gaining such enrollment.

Transfer agreement program – This term refers to the combination of programs, policies and practices that CSU and UC campuses use to facilitate the transfer of community college student. These are usually established between CSU/UC campuses and local area community colleges. The transfer agreement program incorporates enrollment planning and management to assure that adequate spaces exist for students who have prepared themselves for transfer. It also includes the procedures by which a community college makes students aware of the requirements that must be met to successfully transfer to one of the State's public universities.

Transfer applicants – A count of the number of community college students who apply for transfer to a baccalaureate institution in a given year. This term is the first in the transfer sequence of “Applicant” “Admits” and “Enrolleds.” The numbers of students applying for transfer serves as one measure of the effectiveness of the many community college and intersegmental initiatives designed to help community colleges students achieve transfer eligibility and pursue a baccalaureate education.

Transfer eligible – A description of the number of community college students who have met or exceeded transfer requirements published by the California State University, the University of California, and independent institutions. Transfer eligibility is essentially determined by requirements established by the “receiving” (baccalaureate) institutions. As such, it is driven by the efficiency of these requirements and by how effective community colleges are at preparing students to meet them. Changes in transfer eligibility also help measure the effectiveness of intersegmental transfer efforts, such as CAN and IGETC, and the utilization of ASSIST.

Transfer enrolled – A count of the actual number of community college students who enroll in a baccalaureate institution as transfer students. This term is the third in the transfer sequence of “Applicants” “Admits” and “Enrolleds.” This term also defines the numbers reported annually by the Commission as actual transfer students. Improvement in the number of transfer enrolled community college students is the State’s highest policy goal in the area of transfer. As such, assessing changes in transfer “Enrolleds” is the most effective measure of the interrelation and effectiveness of all the State’s transfer services, programs and processes.

Transfer Opportunity Program (TOP) – These programs operated by some University of California campuses, encourage community college students to transfer to a UC by providing support services to ease their transition. The program provides a transfer advisor who regularly visits each participating community college to work with counselors and students. The TOP advisor provides information about admission and transfer requirements, academic programs, financial aid, housing, tutoring, campus life, and other services and programs. The advisor evaluates student transcripts to assure that admission requirements are met and that community college courses taken are transferable to the University. The TOP advisor also works with counselors and students to develop individual transfer admission agreements.

Transfer units – Credit earned in courses that are transferable to the CSU or another college or university that a student plans to attend. All community colleges have a course numbering system for identifying transferable courses. This information is included in the community college’s catalog.

Upper division – Courses designed for the third and fourth (junior and senior) years of study toward a bachelor’s degree. These courses are not offered by community colleges and they often require completion of prerequisite courses. Also refers to junior and senior students.

Appendix B

Display 45 - First-Time CCC Transfer Students to Fifty-six (56) AICCU Institutions, 1990 - 2002

Name of the Institution	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	12-year change (%)
1 Alliant International University	36	9	13	19	22	35	31	8	23	23	61	46	54	
2 Art Center College of Design	86	86	81	65	74	63	41	60	97	86	77	77	77	
3 Azusa Pacific University	181	181	168	159	149	138	119	107	133	169	119	172	188	
4 Biola University	53	54	44	77	82	97	80	54	89	78	106	106	106	
5 California Baptist University	45	45	84	77	71	65	60	63	137	79	94	113	101	
6 California College of the Arts	76	76	76	76	56	68	68	57	66	59	77	78	102	
7 California Institute of Technology	1	1	1	1	2	3	5	2	1	4	3	8	8	
8 California Institute of the Arts	49	55	61	67	73	45	58	60	65	55	56	64	62	
9 California Lutheran University	99	114	83	160	132	120	40	110	102	153	87	102	97	
10 Chapman University	240	240	240	252	290	319	294	230	215	265	248	167	249	
11 Claremont McKenna College	2	9	8	11	18	7	4	3	9	7	4	9	9	
12 Cogswell Polytechnical College	25	26	27	28	19	22	50	47	38	46	46	48	48	
13 Concordia University	31	33	35	52	56	54	39	49	52	55	43	43	50	
14 Dominican University of California	68	77	114	117	89	102	81	89	88	131	102	46	57	
15 Fresno Pacific University	40	41	81	58	55	65	45	57	57	92	79	106	129	
16 Golden Gate University	89	112	350	152	150	150	132	114	84	98	92	92	92	
17 Harvey Mudd College	2	3	2	2	1	2	1	2	3	4	1	1	1	
18 Holy Names University	13	13	19	23	31	26	26	12	29	34	24	35	34	
19 Hope International University	19	19	19	19	19	19	17	57	55	37	53	56	52	
20 Humphreys College	31	76	76	75	74	74	73	30	38	98	98	58	286	
21 John F. Kennedy University	35	43	46	54	54	65	55	33	39	50	64	112	46	
22 La Sierra University	67	67	94	85	76	67	92	116	102	88	129	112	160	
23 Loma Linda University	70	78	274	350	252	195	140	225	249	197	197	122	203	
24 Loyola Marymount University	225	225	225	242	232	108	200	256	179	212	92	81	89	
25 Marymount College	70	70	70	49	27	40	14	18	18	40	40	40	40	
26 Master's College, The	61	61	61	61	60	61	29	48	67	67	33	81	92	
27 Menlo College	27	46	55	64	41	35	33	33	38	53	45	45	72	
28 Mills College	37	57	50	99	94	32	76	73	74	55	74	66	83	
29 Mount St. Mary's College	88	48	133	144	128	142	102	81	57	69	44	7	7	
30 Notre Dame de Namur University	76	69	101	104	120	70	121	109	127	114	113	113	81	
31 Occidental College	19	19	7	43	28	29	24	25	36	36	30	21	23	
32 Otis College of Art & Design	73	73	73	73	73	73	68	62	104	78	91	134	134	
33 Patten University	12	12	8	18	34	62	27	25	23	23	14	14	14	
34 Pepperdine University	108	102	81	86	125	116	97	85	68	69	44	11	56	
35 Pitzer College	13	12	11	6	6	1	4	9	7	4	6	9	9	
36 Point Loma Nazarene University	201	252	333	264	222	253	206	190	224	196	182	158	113	
37 Pomona College	3	3	3	5	6	5	4	5	3	1	3	1	1	
38 Saint Mary's College of California	132	123	130	141	140	92	119	92	113	136	95	115	110	
39 Samuel Merritt College	26	27	28	128	36	96	62	27	18	18	18	32	32	
40 San Francisco Art Institute	52	52	65	55	62	57	50	42	35	79	69	32	37	
41 San Francisco Conservatory of Music	8	8	8	8	8	2	2	1	3	3	8	2	6	
42 Santa Clara University	109	109	163	181	154	141	127	113	101	98	106	114	127	
43 Scripps College	11	9	2	11	10	2	5	4	9	2	5	0	3	
44 Simpson University	42	37	37	31	33	77	46	38	38	38	198	129	129	
45 Stanford University	11	15	18	29	25	20	26	13	11	5	15	12	4	
46 University of La Verne	69	69	69	83	81	106	116	81	81	107	300	93	72	
47 University of Redlands	33	39	59	59	60	78	76	65	49	72	54	42	59	
48 University of San Diego	156	156	123	164	172	172	138	141	125	162	160	147	190	
49 University of San Francisco	154	154	184	533	434	200	305	334	171	296	211	182	273	
50 University of Southern California	845	877	845	1,009	860	845	845	858	872	845	769	815	713	
51 University of the Pacific	226	271	367	330	194	175	138	171	168	158	142	94	180	
52 University of West Los Angeles	22	22	11	15	18	18	11	19	11	11	6	70	27	
53 Vanguard Univ. of Southern California	59	25	50	78	81	78	74	58	83	75	75	77	77	
54 Westmont College	53	44	70	62	40	53	46	47	54	39	45	30	30	
55 Whittier College	16	18	12	51	42	70	62	49	75	44	44	38	56	
57 Woodbury University	84	85	80	87	73	89	67	96	118	139	144	144	144	
Grand Total	4,479	4,646	5,528	6,290	5,564	5,198	4,870	4,853	4,931	5,252	5,135	4,722	5,294	18%

Sources: CPEC's annual fall survey "Source of CCC Transfer Students," AICCU's Fall Admissions Survey, AICCU's GUIDE 1990 to 2002.

Please note that Data are imputed for missing years and data for 2002 are for the whole academic year 2002-03. Also, while AICCU had 67 institutions that enrolled undergraduates in 2002, seven institutions (Charles Drew R. University of Medicine & Science, Christian Heritage College, Laguna College of Art & Design, New College of California, University of Judaism, William Jessup University) were not members during the entire period from 1990-2002; four institutions (American Academy of Dramatic Arts West, National University, Pacific Oaks College, Pacific Union College) did not provide data for all of the years indicated, and one institution (Thomas Aquinas College) does not accept transfer credits.